A COMPARATIVE STUDY OF MALE AND FEMALE CHILDREN SUFFERING FROM DYSLEXIA
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Abstract
The purpose of the present study was to compare male and female children from Dyslexia of Udaipur city. The sample selected from Udaipur city and Salumber Tehsil of Udaipur district (Rajasthan). A total of 180 children selected through purposive sampling are selected in that manner that city sample belongs from four schools of Udaipur city and rural sample are from four schools of Salumber Tehsil. Furthermore the total sample is constituted from both sexes 90 males and 90 females. The selected sample were from middle socio–economic status group. The diagnosis dyslexia tool, which was prepared by Dr. Robin Bon was used for the present study. Result shows that the females are higher on grammatical ability than that of their counterpart, while no significant difference was found on vocabulary. The results are discussed in a manner that it will support the policy makers for introducing effective programme of dyslexic children.
INTRODUCTION:-

Dyslexia is considered as a language-based learning disability. Dyslexia means a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students having with dyslexia may experience difficulties in other language skills such as spelling, writing, and speaking. Dyslexia is considered as a life-long status; however, its impact can change at different stages in a person’s life. In other word it can be said that dyslexia is learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment.

Causes of Dyslexia

The exact causes of dyslexia are still not completely clear, but anatomical and brain imagery studies show differences in the way the brain of a dyslexic person develops and functions. Moreover, people with dyslexia have been found to have problems with discriminating sounds within a word, more importantly in their reading difficulties. Dyslexia is not due to either lack of intelligence or a desire to learn; with appropriate teaching methods dyslexics can learn successfully. A drive need is emerged to develop the strategies for the dyslexia so that they can be a last of normal life

Signs and Symptoms of Dyslexia

The problems displayed by individuals with dyslexia involve difficulties in acquiring and Using language -- reading and writing letters in the wrong order is just one manifestation of Dyslexia and does not occur in all cases. Other problems experienced by dyslexics include:

- Learning to speak
- Organizing written and spoken language
- Learning letters and their sounds
- Memorizing number facts
- Spelling
- Reading
- Learning a foreign language
- Correctly doing math operations

Not all students who have difficulties with these skills are dyslexic. Formal testing is the only way to confirm a diagnosis of suspected dyslexia.

Dyslexia Diagnosed

A formal evaluation is needed to discover if a person is dyslexic. The evaluation assesses intellectual ability, information processing, psycho-linguistic processing, and academic skills. It is used to determine whether or not a student is reading at the expected level, and takes into account the individual’s family background and overall school performance. The testing can be conducted by trained school or outside specialists. Dyslexia is a life-long condition. With proper help people
with dyslexia can learn to read and/or write well. Early identification and treatment is the key to helping dyslexics achieve in school and in life. Most people with dyslexia need help from a teacher, tutor, or therapist specially trained in using a multisensory, structured language approach. It is important for these individuals to be taught by a method that involves several senses (hearing, seeing, touching) at the same time. Many individuals with dyslexia need one on one help so that they can move forward at their own pace. For students with dyslexia, it is helpful if their outside academic therapists work closely with classroom teachers. Schools can implement academic modifications to help dyslexic students succeed. For example, a student with dyslexia can be given extra time to complete tasks, or help with taking notes, and/or appropriate work assignments. Teachers can give taped tests or allow dyslexic students to use alternative means of assessment. Students can benefit from listening to books-on-tape and from writing on computers.

REVIEWS OF LITERATURE

Dyslexia is a neurological disorder with a possible genetic origin. Brain imagery studies have shown differences in the anatomy, organisation and function of a dyslexics brain, but it is unknown whether these are a cause or effect of the reading difficulty. A gene may have been identified that is responsible for dyslexia and as this gene is dominant it would make dyslexia an inheritable condition. (Ramus et al., 2003; Lyon et al., 2003; Cardon et al.; 1994; Grigenko et al., 1997; Field & Kaplan, 1998; Habib, 2000)

Dyslexia is more common in males than females. A number of reports suggest that dyslexia is more frequent in males than females ranging from 1.5:1 to 4.5:1 but it is unclear whether this observation is a result of selection factors and/or bias. Until further controlled research is carried out the consensus is that dyslexia occurs in both sexes with equal frequency. (Wadsworth et al., 1992; Shaywitz et al., 1990; Ansara et al., 1981; Miles et al., 1998)

Language of instruction. From the small amount of available literature, the strongest consensus is that the manifestations of dyslexia differ by language. The underlying causes of dyslexia are thought to be universal but it is likely that the core deficit differs with orthographic consistency. (Harris & Hatano, 1999; Ziegler & Goswami, 2003, 2005; Ziegler et al., 2003; Landerl & Wimmer, 2000; Helmuth, 2001, Wimmer et al., 1998)

Cost effectiveness. Any intervention is more cost effective with younger students that are at risk of reading difficulties, compared to older students that have been identified with a reading disability. Also, interventions of 25 hours or more tended to be very poor in terms of cost effectiveness, especially for older children with known disabilities. (Fawcett, 2002; KPMG Foundation, 2006)
OBJECTIVES:

- To study the grammatical ability of male and female children suffering from dyslexia.
- To study the vocabulary ability of male and female children suffering from dyslexia.
- To compare the grammatical ability of male and female children suffering from dyslexia.
- To compare the vocabulary ability of male and female children suffering from dyslexia.

HYPOTHESIS:

- There is no significant difference of grammatical ability between male and female children suffering from dyslexia.
- There is no significant difference of vocabulary ability between male and female children suffering from dyslexia.

METHODOLOGY:

Sample:
A total of 180 children selected through purposive sampling are selected in that manner that city sample belongs from four schools of Udaipur city and rural sample are from four schools of Salumber Tehsil. Furthermore the total sample is constituted from both sexes 90 males and 90 females. Thus, the sample was comprised of 180 subject, age ranging 10-14 years and are from middle socio-economic status. The independent group design was used to see the effect of gender on dyslexia. The sample selected for the study is given in the table below:

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>Male (n=90)</th>
<th>Female (n=90)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90</td>
<td>90</td>
<td>180</td>
</tr>
</tbody>
</table>

Tool Description
Dyslexia screening test (DST). By Robin Bon was used. The test have 55 items. The test is standardized test therefore it is highly reliable and valid.

Method of Data Collection:

RESULT AND DISCUSSION:

Table 1. Showing Mean SD, t-value for gender:

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean Scores</th>
<th>S.D.</th>
<th>Mean Difference</th>
<th>t- Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (n=90)</td>
<td>Female (n=90)</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Grammatical Ability</td>
<td>9.40</td>
<td>11.23</td>
<td>4.56</td>
<td>3.97</td>
</tr>
<tr>
<td>Vocabulary Ability</td>
<td>36.87</td>
<td>32.27</td>
<td>4.35</td>
<td>4.04</td>
</tr>
</tbody>
</table>

* significant at 0.01 level
From the table 1 it is evident that mean scores on grammatical ability of female dyslexic children is 11.23 which is higher than the male dyslexic children (9.40) The mean difference was found to be 1.83 and ‘t’ score was found to be 2.87 which is significant at 0.01 level. Therefore, it can be said that female subject posses more ability in grammar than male.

Viewing the table 1 it is found that mean scores for vocabulary ability of female dyslexic children is 32.27 which is higher than the male dyslexic children (36.87) The mean difference was found to be 4.60 and ‘t’ score was found to be 7.35 which is significant at 0.01 level. Therefore, it can be said that male dyslexic children have better level of vocabulary ability in comparison to female dyslexic children. However, the mean value of male subject is higher than female subject. It is because the reference area of boys is larger than girls and so they come in contact with various types of people using various kinds of languages. Consequently, both quality and quantity of their vocabulary is supposed to be more than girls.

The study concludes that this problem should be taken care by the educationist to develop a harmonic environment.

REFERENCES


www.dyslexia.com

www.duslexiamyfamily.com